



Wisconsin's Collaborative
Leadership Forum
**Preserving Early
Childhood (PEC)**
CONFERENCE

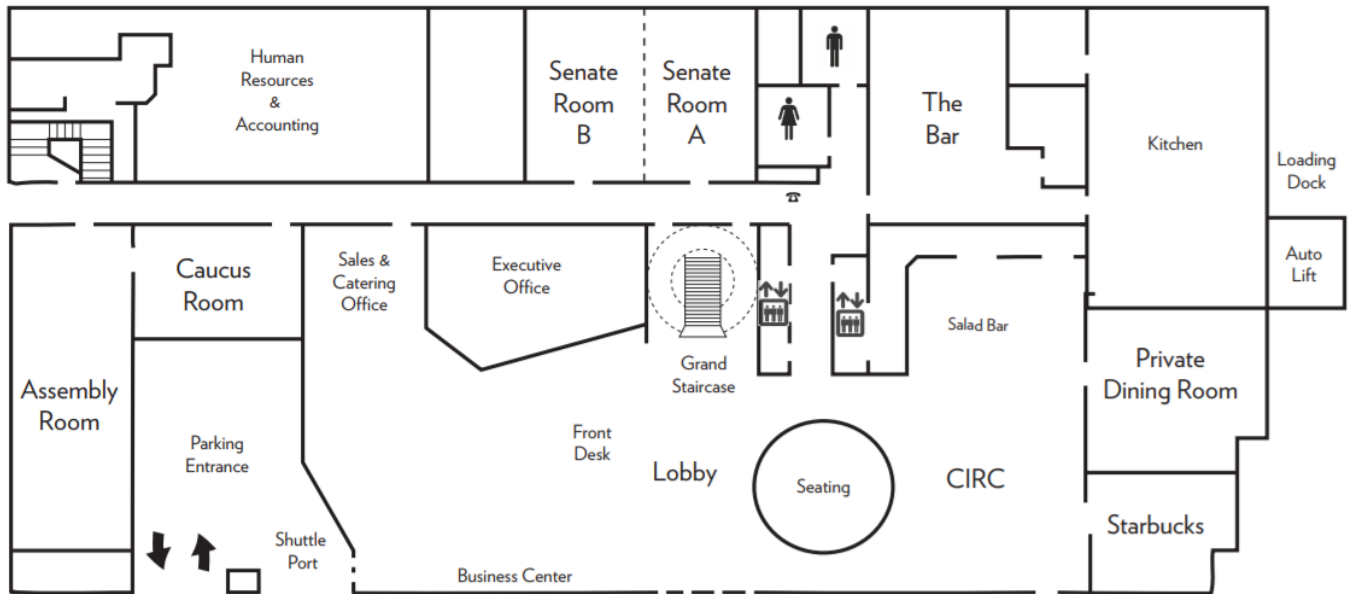
March 12 – 14, 2019
Madison Concourse Hotel, Madison, WI



Wisconsin Early Childhood
Collaborating Partners

Hotel Map: First Floor

1st Floor

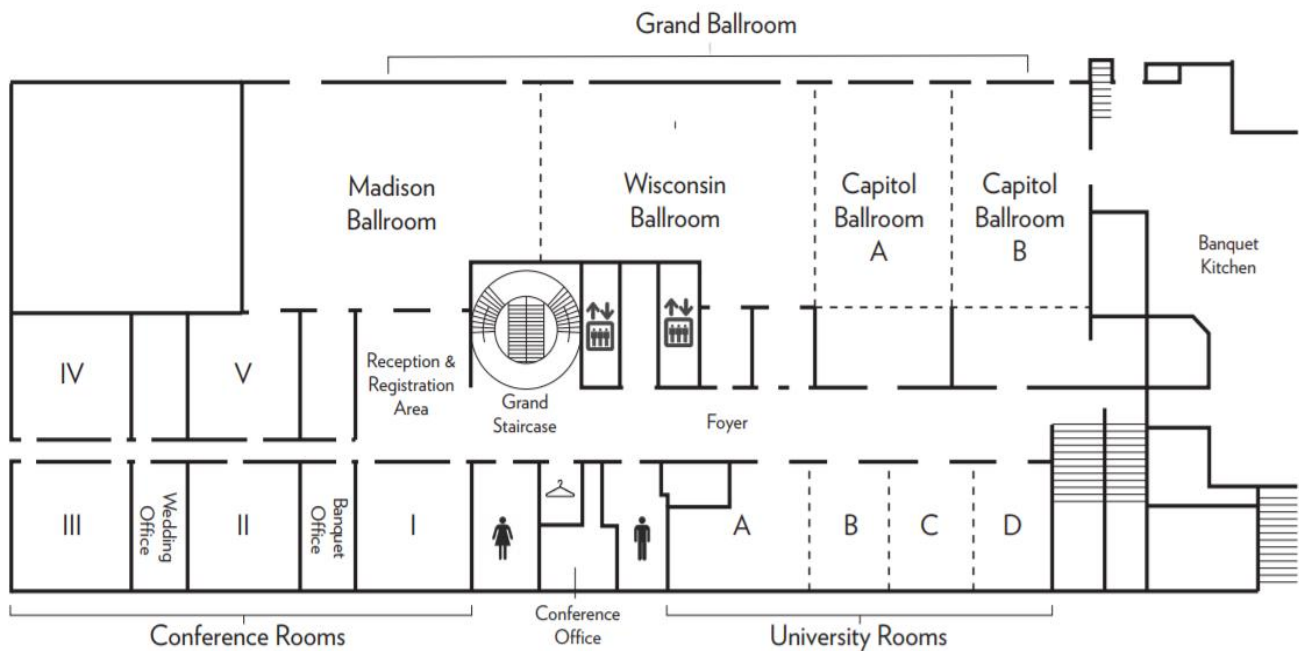


Hotel Lobby
Hotel Main Entrance
Hotel Restaurant
Starbucks

Conference Room:
Senate Room AB

Hotel Map: Second Floor

2nd Floor



Registration

Conference Rooms:

Wisconsin and Capitol A Ballroom

Capitol B Ballroom

University AB

University CD

Conference II

Conference III



Preserving Early Childhood (PEC) 2019 Developmentally Appropriate Learning: Play is the Way!

The 2019 Preserving Early Childhood Conference and Jolyn Beeman Memorial Lecture Series is an Early Childhood Collaborative Event sponsored by the Wisconsin Department of Public Instruction. The theme Developmentally Appropriate Learning: Play is the Way!, will examine the critical role that play has in supporting child outcomes, setting the foundation for success throughout the school years, and, the role and expertise that early childhood educators have in supporting and nurturing play.

Featuring Dr. Rachel White as Keynote Presenter



Dr. Rachel White is Assistant Professor of Psychology at Hamilton College in Clinton, New York. As director of the Hamilton Child Development Lab, her research focuses on the growth of cognitive and socioemotional skills from the preschool years through adolescence. She is particularly interested in the ways in which play and other imaginative strategies, like perspective taking, can help children build self-control, social understanding, and creativity. She received her Ph.D. in Child Psychology from the Institute of Child Development at the University of Minnesota. She then completed further training as a post-doctoral researcher at the University of Pennsylvania. Dr. White's work has

appeared in prominent academic journals such as *Child Development*, *Developmental Science*, *Emotion*, and the *Journal of Educational Psychology*, and has been featured in the *Wall Street Journal*, *Parents Magazine*, and *Psychology Today*. Dr. White has been an advisor to Sesame Workshop, PBS KIDS, the Minnesota Children's Museum, and schools across the country.

Dr. White's presentation will touch upon the current state of play in our care and educational environments development, the body of evidence supporting play as the venue for educating all young children, and components for effectively implementing play across environments and systems.

| <i>Time</i> | <i>Wednesday, March 13, 2019</i> | <i>Location</i> |
|--------------------------------|--|------------------------------|
| 8:00-9:00 | Registration Continental Breakfast | Wisconsin Capitol Ballroom A |
| 9:00-9:45 | Conference Orientation: Welcome and Opening <i>Sheila J. Briggs, PhD., DPI State Assistant Superintendent, Division of Academic Excellence</i> | Wisconsin Capitol Ballroom A |
| 9:45-10:00 | WI Early Childhood Collaborating Partners: Outreach Specialist Introduction <i>Sherry W. Kimball, DPI</i> | Wisconsin Capitol Ballroom A |
| 10:00-10:15 | Break | |
| 10:15-11:45 | Keynote Presentation: The Science of Childhood: Why Playful Learning is Successful Learning <i>Dr. Rachel White</i> , Hamilton College, NY | Wisconsin Capitol Ballroom A |
| 11:45-12:00 | Break | |
| 12:00-1:00 | Plated Lunch Wisconsin Division of Early Childhood Educators: Awards Recognition | Wisconsin Capitol Ballroom A |
| 12:00-6:30 | Exhibits Open | Wisconsin Capitol Ballroom A |
| | Courage to Explore & Playspace Learning Exhibit Open | Capitol Ballroom B |
| 1:00-2:15 Breakout Sessions | Keynote Follow-up: Implementing Play-Based Learning <i>Dr. Rachel White</i> , Hamilton College, NY | University AB |
| | Gender Creative Early Learners-How Best to Support Them and Their Families (Double Session) <i>Karen Russell, CESA 2; Diane Eickmeier, CESA 4</i> | University CD |
| | 2019 Blended Funding and Collaboration Report for 4K, Child Care, and Head Start <i>Sherry Stuart, DCF; Jennie Mauer, DPI</i> | Conference Room II |
| | Supporting Young Children Experiencing Homelessness <i>Kristine Nadolski and Karen Rice, DPI</i> | Conference Room III |
| | You Broke My Banana- Our Journey on the Road to Inclusive Services <i>Mary Hansen, Marie Quast, and Laura Eiche, Franklin School District; Jenny Bibler, DPI; Cindy Pendergast, CESA 1</i> | Senate Room AB |

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|---|---|--|
| | Instructional Practices to Support Multilingual Learners and Their Families <i>Lindsay Vidal and Lisa Mushel, School District of Waukesha Wisconsin</i> | Room 629 (6 th Floor) |
| 2:15-2:30 | Break | |
| 2:30-3:30 Caucus Sessions: Break Out by Professional Roles | Teachers: <i>Jen Kalis, La Crosse School District</i> | Wisconsin Ballroom |
| | School/ Child Care Leadership: <i>Tamara Maxwell, DPI</i> | Capitol A Ballroom |
| | Higher Education: <i>Jeanette Paulson, WECA</i> | University AB |
| | TA/Consultants/Coaches: <i>Penny Chase, SFTA; Christine Moldenhauer</i> | University CD |
| | Coordinators: <i>Suzette Preston, Appleton School District</i> | Conference Room II |
| | Special Ed: <i>Jenny Bibler, DPI; Michelle Ogorek, CESA 1</i> | Senate AB |
| 3:30-3:45 | Break: Snack Provided | Wisconsin Capitol Ballroom A Entrance Area |
| 3:45-5:00 Breakout Sessions | Supporting the Social and Emotional Development of Young Children: Resources and Supports from DPI <i>Beth Herman, DPI</i> | University AB |
| | Gender Creative Early Learners-How Best to Support Them and Their Families <i>Karen Russell, CESA 2; Diane Eickmeier, CESA 4</i> | University CD |
| | Universal Design for Learning in Early Childhood <i>Jason Rahn, DCF; Cathy Daentl, CESA 5</i> | Conference Room II |
| | Digging Into Education Placement Data-Using Indicator 6 Data to Improve Outcomes <i>Kurstin Kolodziej and Kara Rakowski, Wausau School District</i> | Conference Room III |
| | PI 34 Licensing Updates <i>Julie Hagen, DPI</i> | Senate Room AB |
| | Supporting a 4K to 5K Alignment Framework to Promote High Quality Learning For All <i>Jen Kalis, School District of La Crosse</i> | Room 629 (6 th Floor) |
| 5:00-5:30 | Break | |
| 5:30-6:30 | Kindergarten: Where Play and Learning Can Meet Documentary Viewing and Facilitated Discussion What can kindergarteners gain from play-based learning? This documentary explores the advantages associated with a play-based approach in kindergarten and features stories of how two Illinois school districts- Valley View School District 365U and Elgin Area School District U-46- made the transition to play-based learning. The documentary also includes scientific findings about the cognitive and social-emotional benefits of play from experts Dr. Roberta Golinkoff (University of Delaware), Dr. Christina Weiland (University of Michigan), and Dr. Eboni Howard (American Institutes for Research). | University AB |

| Time | Thursday, March 14, 2019 | Location |
|---------------------------------|---|------------------------------|
| 8:30-9:00 | Continental Breakfast | Wisconsin Capitol Ballroom A |
| | Community Partner Exhibits (Open until Afternoon) | |
| | Courage to Explore Playspace Learning Exhibits (Open until Afternoon) | Capitol Ballroom B |
| 9:00-9:45 | WI DPI State Superintendent: Remarks <i>Carolyn Stanford Taylor, DPI State Superintendent (9:00- 9:10)</i> Morning Activity: <i>Sherry W. Kimball, DPI</i> | Wisconsin Capitol Ballroom A |
| 9:45-10:00 | Break | |
| 10:00-11:30 | Keynote Session: 4K: Community Implementation Stories & Panel <i>Luanne Rohde, Samantha McGovern, Katie O'Neill-Kenosha Unified School District</i> <i>Dr. Jeremiah Holiday, Vickie Brown-Gurley, Krissy Washington, Milwaukee School District</i> <i>Becca Lewis-Clifton, CESA 3</i> <i>Julie Prouty, Ithaca Schools</i> | Wisconsin Capitol Ballroom A |
| 11:30-12:30 | Break/Lunch/Exhibit Exploration | |
| 12:30-1:45 Breakout Sessions | Authentic Assessment: For teachers and students <i>Katharine Rainey, DPI</i> | Wisconsin Capitol Ballroom A |
| | Counting Is More Than 1, 2, 3! <i>Melissa Hedges, DPI</i> <i>Brittany DeWindt, Milwaukee Public Schools</i> | University Room AB |
| | Educating and supporting teachers to engage in play-based teaching and learning <i>Beth Graue, Erica Ramberg, Moonjoo Woo, UW Madison, CRECE</i> <i>Nicholas Mitchell, UW Madison,</i> <i>Renae DeBarbieri, Heidi Schultz, Madison Metropolitan School District</i> <i>Luanne Rohde, Kenosha Unified School District</i> <i>Amy Shepard, Racine Unified School District</i> | University CD |

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|---------------------------------|---|---|---|
| 12:30-1:45 Breakout Sessions | Promoting Asset-Based Family Engagement in support of EC English Language Learners <i>Robin Rivas, Racine Unified School District</i> | | Conference Room II |
| | Our Families - Our Community - Our Well-Being <i>Corrissa Frank, United Way of Sheboygan County</i> <i>Anne Gamoke, Nancy Zipperer, Plymouth Joint School District</i> <i>Melissa Udovich, Family Resource Center of Sheboygan County</i> | | Senate Room AB |
| | Joy and Play with Farm to Early Care and Education (Double Session) <i>Deb Moses, Community GroundWorks</i> | | Room 629 (6 th Floor) |
| 1:45-2:00 | Break | | |
| 2:00-3:00 Regional Meetings | Southern <i>Kurstin Kolodziej, WECCP</i> Wisconsin Ballroom | Northeast <i>Tiffany Swain, WECCP</i> Capitol Ballroom A | Northwest <i>Joanna Lickel, WECCP</i> Senate Room AB |
| 3:00-3:15 | Break Snack Provided | | |
| 3:15-4:30 Breakout Sessions | Counting The Trajectory Way: Moving PreK Students Along the Counting Trajectory <i>Brittany DeWindt, Milwaukee Public Schools</i> <i>Melissa Hedges, DPI</i> | | University Room AB |
| | Keeping play at the center of the curriculum in preschool and kindergarten: 4 teachers share their strategies <i>Renae DeBarbieri, Heidi Schultz, Katie Maguire, Madison Metropolitan School District</i> <i>Molly Wilmsen, One City Schools</i> | | University CD |
| | Promoting Excellence for All: Information and Strategies in Closing the Achievement Gap <i>Joseph Kanke CESA 2</i> <i>Stacy Broach, DPI</i> | | Senate Room AB |
| | Joy and Play with Farm to Early Care and Education <i>Deb Moses, Community GroundWorks</i> | | Room 629 (6 th Floor) |

Keynote Session:

The Science of Childhood: Why Playful Learning is Successful Learning

Dr. Rachel White

10:15-11:45

Wisconsin Capitol Ballroom A

Dr. White's presentation will touch upon the current state of play in our care and educational environments, the body of evidence supporting play as the venue for educating all young children, and components for effectively implementing play across environments and systems.

Core Competencies: Child Development; Diversity; Learning Experiences, Strategies, and Curriculum

Wednesday Breakout Sessions: 1:00-2:15

Keynote Follow-up: Implementing Play-based Learning

[Dr. Rachel White](#), Hamilton College, NY

University Room AB

Following Dr. White's keynote presentation, this session will address practical considerations for implementing play-based learning in early childhood classrooms. Participants will have the opportunity to explore the ways in which they can best scaffold children's play and discuss how they might overcome challenges to doing so.

Core Competencies: Child Development; Learning Experiences, Strategies, and Curriculum

Gender Creative Early Learners-How Best to Support Them and Their Families (Double Session)

Karen Russell EC PST CESA 2

Diane Eickmeier, Early Childhood Director & Program Support Teacher CESA 4

University Room CD

Children typically solidify their gender between the ages of 3-6, but what happens when family, society and your own body says that you are a boy or a girl, but your brain tells you the something else? What does a young learner do whose gender identity is at odds with his or her biology, and what can it look like when she or he begins to express that disconnect? How can children so young express something so complicated? And how do we, as adults, know what to do with this information.

Wednesday, Breakout Sessions: 1:00-2:15

Core Competencies: Child Development; Family Systems and Dynamics; Diversity; Guidance and Nurturing; Family and Community Relationship; Professionalism; Planning, Reflection, and Evaluation; Administration and Management

2019 Blended Funding and Collaboration Report for 4K, Child Care, and Head Start

*Sherry Stuart, MS, Program & Policy Analyst-Quality –DCF, Department of Children and Families,
Jennie Mauer, Wisconsin Head Start State Collaboration Director-Office of Early Learning,
Department of Public Instruction*

Conference Room II

This session will provide participants the opportunity to engage in a topical discussion regarding the changing needs of families and communities in Wisconsin and how the ECE field can respond with blended/braided funding models within the Child Care, 4K and Head Start systems. Data from the Department of Children and Families 4K-Head Start-Child Care Collaboration Research Project will be examined and discussion about the impact of this research on an already underfunded ECE system.

Core Competencies: Family and Community Relationships; Administration and Management

Supporting Young Children Experiencing Homelessness

*Kristine Nadolski Education for Homeless Children and Youth State Coordinator
Karen Rice Education for Homeless Children and Youth State Coordinator
Wisconsin Department of Public Instruction*

Conference Room III

The largest population of individuals in Wisconsin in homeless shelters is young children. Under the McKinney-Vento Homeless Assistance Act and provisions under Head Start, these children have educational rights. School district staff and community based providers will gain an understanding of these rights and ways to support young children experiencing homelessness. We will review data which will provide context for discussion on responsibilities and strategies to support children.

Core Competencies: Professionalism; Administration and Management

You Broke My Banana- Our Journey on the Road to Inclusive Services

*Mary Hansen, Special Education System Specialist, Franklin School District
Marie Quast, Speech and Language Therapist, Franklin School District
Laura Eiche, Occupational Therapist, Franklin School District
Jenny Bibler, Early Childhood Consultant, Wisconsin Department of Public Instruction
Cindy Prendergast, Early Childhood Program Support Teacher CESA 1*

Senate Room AB

Do you wish you could provide more high quality inclusive services for preschool children? This session will share how coordinated supports for continuous improvement can be used

Wednesday, Breakout Sessions: 1:00-2:15

to facilitate that process. Franklin School District will share their story to more inclusive services through teaming, collaboration, and intentional coordination of supports. Topics of focus will include the use of state data to make state and local decisions, providing targeted technical assistance and coaching and examining change at the state, district and classroom level.

Core Competencies: Special Needs, Disabilities, and Inclusive Practices

Instructional Practices to Support Multilingual Learners and Their Families

Lindsay Vidal, English Language Learner Teacher Leader

Lisa Mushel, Dual Language Bilingual Educator

School District of Waukesha Wisconsin

Room 629 (6th Floor)

Emerging bilinguals are the largest growing student group in Wisconsin. Engaging those learners and their families in assets-based early learning experiences leads to lifelong scholarship. In this session, participants will engage in learning about how play fosters oral language development and supports the language acquisition of multilingual learners. Educators will leave with practical ways to implement culturally responsive practices and activities for all students, as well as parents, so that they feel connected to the school environment and their child's learning.

Core Competencies: Learning Experiences, Strategies, and Curriculum; Family and Community Relationships

Wednesday Caucus Sessions: Breakout by Professional Roles 2:30-3:30

This session is designed to provide keynote session application opportunities for people with like roles and responsibilities. Each of the Caucus groups will be facilitated by leaders who will facilitate discussion and assist the groups in sharing of ideas and networking.

Core Competencies: Professionalism; Administration and Management

*Teachers: Jen Kalis, Early Childhood Program Support Coordinator, School District of La Crosse
School/Child Care Leadership: Tamara Maxwell, Director of Content and Learning, Wisconsin
Department of Public Instruction*

*Higher Education: Jeanette Paulson, Director of Workforce Initiatives, Wisconsin Early Childhood
Association*

*TA/Consultants/Coaches: Penny Chase, Quality Improvement Manager, Supporting Families
Together Association; Christine Moldenhauer, Director of Professional Development, The Registry*

Coordinators: Suzette Preston, Director of 4 Year Old Kindergarten, Appleton Area School District

*Special Education: Jenny Bibler, Early Childhood Consultant, Wisconsin Department of Public
Instruction; Michelle Ogorek, Statewide Early Childhood Coordinator-Inclusion and Child Outcomes,
CESA 1*

Wednesday Breakout Sessions: 3:45-5:00

Supporting the Social and Emotional Development of Young Children: Resources and Supports from DPI

Beth Herman Education , WI Department of Public Instruction

University Room AB

The Department of Public Instruction released Social and Emotional learning Competencies for Pre/K-Adult. These competencies are grounded in the Wisconsin Model Early Learning Standards and provide educators and families with a developmental SEL benchmarks for nearly the whole life span. This session will introduce the competencies and the supports available to early childhood providers, schools and families to foster and promote a sound social and emotional foundation for young children.

Core Competencies: Learning Experiences, Strategies, and Curriculum

Gender Creative Early Learners-How Best to Support Them and Their Families (Double Session)

Karen Russell EC PST CESA 2

Diane Eickmeier, Early Childhood Director & Program Support Teacher CESA 4

University Room CD

Children typically solidify their gender between the ages of 3-6, but what happens when family, society and your own body says that you are a boy or a girl, but your brain tells you the something else? What does a young learner do whose gender identity is at odds with his or her biology, and what can it look like when she or he begins to express that disconnect? How can children so young express something so complicated? And how do we, as adults, know what to do with this information.

Universal Design for Learning in Early Childhood

Cathy Daentl, Early Childhood Program Support Teacher, CESA 5

Jason Rahn, Program and Policy Analyst, Wisconsin Department of Children and Families

Conference Room II

Universal Design for Learning (UDL) is a framework that is built around the principles of providing multiple means of representation, engagement and expression and can be used to support and engage learners of any age or stage of development. During this session, attendees will gain functional information about the three main principles of UDL and how those principles can be put into practice to support the children in your program. We will show how UDL can help turn your early childhood program into an exciting and engaging place that provides children with authentic learning opportunities that are diverse, meaningful, creative, and appropriate.

Wednesday Breakout Sessions: 3:45-5:00

Core Competencies: Special Needs, Disabilities, and Inclusive Practices; Learning Experiences, Strategies, and Curriculum

Digging Into Educational Placement Data - Using Indicator 6 Data to Improve Outcomes

Kurstin Kolodziej - Early Childhood Content Specialist, WI Early Childhood Collaborating Partners

Kara Rakowski - 4K Principal & Early Childhood Coordinator, Wausau School District

Conference Room III

R-1, R-2, R-3, and R-4 are more than just codes on paper. Come learn how one district uses Indicator 6 data to adjust and grow its practices. In this interactive session, we'll explore preschool educational environment codes by answering these questions:

What code should be used?

What does the data tell us as a district?

How can we use the data to improve our practices?

You'll have opportunities to review the environmental code decision-making tree and see examples of how to disaggregate the data.

Core Competencies: Special Needs, Disabilities, and Inclusive Practices

PI 34 Licensing Updates

Julie Hagen, Education Consultant, Wisconsin Department of Public Instruction-Educator Licensing

Senate Room AB

This session will cover recent changes to licensing and help participants understand license requirements and options for license.

Core Competencies: Professionalism

Supporting a 4K to 5K Alignment Framework to Promote High Quality Learning for All

Jen Kalis, Early Childhood Program Support Coordinator

School District of La Crosse

Room 629 (6th Floor)

This session will explore how to use a two-year developmental continuum as a framework for aligning best practices & curriculum in 4K (PreK) and 5K. This framework can be used in promoting evidence based teaching practices, preserving and promoting inclusion through DAP, implementing response to intervention strategies, and aligning early learning standards for all young children. Research based and national examples of schools/communities using alignment frameworks, especially PreK-3rd grade, will be discussed.

Core Competencies: Child Development; Special Needs, Disabilities, and Inclusive Practices; Learning Experiences, Strategies and Curriculum; Professionalism

Thursday, March 14, 2019

Keynote Session:

Community Implementation Stories from Wisconsin

Kenosha Unified School District

Luanne Rohde, Director of Early Education, Samantha McGovern, Instructional Coach Early Education and Katie O'Neill, Instructional Coach Early Education

Milwaukee Public Schools

Dr. Jeremiah Holiday, Interim Chief Academic Officer, Vickie Brown-Gurley, Interim Senior Director of Curriculum and Instruction and Krissy Washington, Early Childhood Coordinator

CESA 3 and Ithaca Schools

Becca Lewis-Clifton, Early Childhood Coordinator

WSPEI Family Phone Support

Julie Prouty, Superintendent and Pupil Services Director

10:00-11:30

Wisconsin Capitol Ballroom A

Three 4K communities from WI will share their stories with implementing 4K. Each community will provide a general overview and description of their program, share their success and challenges and ideas for the future. Additional information will be shared via a panel format and allow for participants to ask specific questions and or ask for resources.

Core Competencies: Learning Experiences, Strategies, and Curriculum; Family and Community Relationships; Administration and Management

Thursday Breakout Sessions: 12:30-1:45

Authentic Assessment: For teachers and students

Katharine Rainey; Director of Educator Development and Support, Wisconsin Department of Public Instruction

Wisconsin Capitol Ballroom A

In this session, educators will learn how play can be used as an authentic and effective assessment of Student Learning Objectives (SLOs) within the Educator Effectiveness System.

Core Competencies: Child Development; Diversity; Planning, Reflection and Evaluation

Counting Is More Than 1, 2, 3!

*Melissa Hedges, Mathematics Consultant, Wisconsin Department of Public Instruction
Brittany DeWindt, 4K Teacher, Riverwest Elementary School Milwaukee WI*

University Room AB

Early counting is an important entry point into learning mathematics for young children. Come deepen your understanding of early counting, identify mathematically developmental milestones of counting, and explore fun activities and games designed to nurture and support young children's counting. We will anchor children's counting growth to a developmental pathway called a learning trajectory, specifically the Counting Trajectory, and explore the usefulness of the trajectory as a guide for planning and structuring children's counting experiences.

Core Competencies: Learning Experiences, Strategies and Curriculum

Educating and supporting teachers to engage in play-based teaching and learning

Beth Graue, Sorenson Professor of ECE, UW Madison, CRECE

Erica Ramberg, Research Assistant, UW Madison, CRECE

Nicholas Mitchell, EC/ESL Supervisor, EC/ESL Cert program UW Madison,

Moonjoo Woo Research Assistant, UW Madison, CRECE

Renae DeBarbieri, 4K teacher, Madison Metropolitan School District

Heidi Schultz, 4K teacher, Madison Metropolitan School District

Luanne Rohde, Director of Early Education, Kenosha Unified School District

Amy Shepard, Director of Early Learning, Racine Unified School District

University Room CD

This session brings together teacher educators, practitioners, and administrators to discuss efforts to ensure that Wisconsin's children engage in high quality play-based learning. It will include a) how the UW teacher ed program promotes skillful play-based teaching, b) description of an NSF funded PD program for 4K teachers that focused on culturally & developmentally responsive early math through play, and c) description of the Wisconsin Readiness Network, a collaborative network including Beloit, Kenosha, Madison, Milwaukee, and Racine that identified high quality play-based teaching as a focus.

Thursday Breakout Sessions: 12:30-1:45

Core Competencies: Learning Experiences, Strategies and Curriculum

Promoting Asset-Based Family Engagement in support of EC English Language Learners

Robin Rivas Executive Director Language Acquisition Program, Racine Unified School District

Conference Room II

Family engagement is on every educator's mind. Most programs address family engagement by offering a variety of special events, hoping that English Learner family members will attend. But how do we support diverse families? The answer is shifting the focus from attendance to relationships. Seeing families through an additive lens, examining what each has to offer and can share is key. This session will provide resources, strategies, and ideas on how to engage and embrace the funds of knowledge unique to our English Language Learner families.

Core Competencies: Diversity; Family Systems and Dynamics; Family and Community Relationships

Our Families - Our Community - Our Well-Being

Corrissa Frank, United Way of Sheboygan County Coordinator - Sheboygan County Community Partnership for Children, United Way of Sheboygan County

Anne Gamoke, Plymouth School District Director of Student Services, Plymouth Joint School District

Nancy Zipperer, Plymouth School District Speech-Language Pathologist & Early Education Coordinator, Plymouth Joint School District

Melissa Udovich, Family Resource Center of Sheboygan County Parent Educator, Family Resource Center of Sheboygan County

Senate Room AB

Community well-being is rooted in collaborative partnership driven by a collective vision and purpose that is easily understood and accessible. Sheboygan County's Community Partnership for Children focuses on Birth to Five development and resiliency. Learn how partners including Sheboygan County United Way, Family Resource Center of Sheboygan County and Plymouth Joint School District created and implemented three successful programs - Welcome Baby, I Screen, You Screen, We all Screen, and home visitation based on the Parents As Teachers model. Further discussion will address how the Parents As Teachers curriculum has been extended into the Plymouth School District's 4K experience.

Core Competencies Family Systems and Dynamics, Observation, Screening, and Assessment, Family and Community Relationships

Joy and Play with Farm to Early Care and Education (Double Session)

Deb Moses, Farm to ECE Trainer, Community GroundWorks

Room 629 (6th Floor)

Did you know that farm to ECE activities engage the whole child and their community? We will joyfully explore with our minds, hands, and taste buds how edible education, eating fresh local foods, and tending to gardens can improve child, staff, and family health. We will discuss how farm to ECE addresses social and racial equity and provides opportunities for child development from social-emotional skills to cognitive thinking. And did we mention that farm to ECE is just plain fun? Join us as we overcome fears and barriers to doing these activities and to invite play into them as well.

Core Competencies: Health, Safety, and Nutrition

Thursday Regional Meetings: 2:00-3:00

Join your Regional Early Childhood Outreach Specialists and regional partners to explore connections between the Keynote, your community, and your region.

*Kurstin Kolodziej, Early Childhood Content Specialist
Wisconsin Ballroom*

*Tiffany Swain, Early Childhood Outreach Specialist, NE Region
Capitol Ballroom A*

*Joanna Lickel, Early Childhood Outreach Specialist NW Region
Senate Room AB*

Thursday Breakout Sessions: 3:15-4:30

Counting The Trajectory Way: Moving PreK Students Along the Counting Trajectory

*Brittany DeWindt 4K Teacher, Riverwest Elementary School Milwaukee WI
Melissa Hedges, Mathematics Consultant, Wisconsin Department of Public Instruction*

University Room AB

This presentation centers on the Counting Learning Trajectory and showcases how a classroom teacher utilized the research based learning progression to advance her students as counters. An assessment tool, created by the teacher, will be shared during the presentation, allowing educators the ability and knowledge to harness the strengths of each student in a PreK math classroom.

Core Competencies: Learning Experiences, Strategies and Curriculum

Keeping play at the center of the curriculum in preschool and kindergarten: 4 teachers share their strategies

*Renae DeBarbieri 4K Teacher, Madison Metropolitan School District
Heidi Schultz 4K Teacher, Madison Metropolitan School District
Katie Maguire Kindergarten Teacher, Madison Metropolitan School District
Molly Wilmsen Preschool Teacher, One City Schools*

University CD

In this session, practitioners will share how they create playful learning in their classrooms, how they connect learning content to play contexts, their role in playful teacher-child interactions, documenting learning, and discuss challenges and joys of play pedagogy.

Core Competencies: Learning Experiences, Strategies, and Curriculum; Observation, Screening, and

Thursday Breakout Sessions: 3:15-4:30

Assessment; Planning, Reflection and Evaluation

Promoting Excellence for All: Information and Strategies in Closing the Achievement Gap

Joseph Kanke Statewide Systems Coaching Coordinator, CESA 2

Stacy Broach Equity Education Consultant, Wisconsin Department of Public Instruction

Senate Room AB

In this session, we will introduce the PEFA eCourse, a professional development resource developed by DPI for supporting educators in understanding race in education, and how it could be used as an individualized learning plan. Specifically, participants will engage in a session from the resource focused on exploring implicit bias.

Core Competencies: Diversity; Planning, Reflection and Evaluation

Joy and Play with Farm to Early Care and Education

Deb Moses, Farm to ECE Trainer

Community GroundWorks

Room 629 (6th Floor)

Did you know that farm to ECE activities engage the whole child and their community? We will joyfully explore with our minds, hands, and taste buds how edible education, eating fresh local foods, and tending to gardens can improve child, staff, and family health. We will discuss how farm to ECE addresses social and racial equity and provides opportunities for child development from social-emotional skills to cognitive thinking. And did we mention that farm to ECE is just plain fun? Join us as we overcome fears and barriers to doing these activities and to invite play into them as well.

Core Competencies: Health, Safety, and Nutrition

Exhibitor Information
Wisconsin Capitol Ballroom A
Opens-Wednesday March 12 at Noon

YoungStar Environment Kit: Infant
Wisconsin Early Childhood Collaborating Partners
Website (WECCP)
Wisconsin Nature Action Collaborative for Children
Title I and Early Childhood
Wisconsin Child Care Administrator's Association
(WCCAA)
Wisconsin Alliance for Infant Mental Health
(WI-AIMH)
Project Learning Tree
Wisconsin Farm to Early Care and Education
Supporting Families Together Association
Child Care Information Center
WI Model Early Learning Standards
Wisconsin Statewide Parent-Educator Initiative
The Registry
Center for Research on Early Childhood Education
(CRECE)

Courage to Explore Capitol Ballroom B

Opens-Wednesday March 12 at Noon

An interactive display that allows participants to delve into the topics of Culture, Anti-Bias and Peace in a safe environment. It is designed for gathering ideas, and incorporating the concepts of diversity, culture and peace among others into early education programs. Books, toys, and musical instruments are featured as well as resources for teachers and parents. Teachers, administrator, children and families are welcome in the space to explore, learn how to find these types of resources, or just take a few moments to travel around the world of culture.

Playspace Capitol Ballroom B

Opens-Wednesday March 12 at Noon

An interactive display based on the Preserving Early Childhood conference theme of Play. Conference attendees will receive a play poster and will engage in seven distinct play themes. Each area will have materials for attendees to engage with descriptions on how the concepts can be incorporated into their own classrooms and programs.